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SCIENCE

FRIDAY, APRIL 20, 1917

OBSTACLES TO EDUCATIONAL PROGRESS¹

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It is only a commonplace, I know, to say that the serious study of educational organization and administration is largely a product of the past quarter of a century, and that the largest contributions to our knowledge in these fields have been made by students during the sixteen years that belong to the twentieth century. Yet I need to say it as an introduction to the thesis I wish to set up. The past decade and a half have witnessed a remarkable change in attitude toward the study of education. Never before have so many capable men and women directed their attention to a serious study of educational theory and the problems surrounding the proper organization and administration of public education, and never before has the type of the men and women preparing for entrance to the state's educational service been so high as at present.

Schools of education, which now exist in nearly all our leading universities, are almost entirely a twentieth-century product, and are becoming so organized as to render an increasingly important service in training for educational leadership and service. Our knowledge on educational questions, derived in part from our administrative experience, is being rapidly organized into teaching form; fundamental principles in school organization and administration are being established; and a better trained body of administrative officers, with larger and broader vision as to means and ends

¹ Address of the vice-president and chairman of Section L, American Association for the Advancement of Science.